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ABSTRACT

This booklet summarizes a government white paper outlining the development of Japanese education since the adoption of the new system following World War II. The report is organized into six main sections. The framework of the national educational system is introduced and charted in section 1, followed by a discussion of the expansion and transition of that system in section 2. Changes and additions in preschool programs, compulsory education, schooling for the handicapped, and special training opportunities are presented in detail to emphasize the degree of progress since 1945. Topics covered in section 3, include curricula revisions, selection and distribution of teaching materials, and secondary-higher education admission criteria. The promotion system for elementary through university level is illustrated in charts. Information concerning the teaching force is provided in section four, with statistics on number, sex distribution, training, and salary indicating the rising status and competency of the profession. The educational achievement of the general population, trends in grade level attainment and the relationship of education to choice of employment are analyzed in section 5. The final section documents educational expenditures since 1960. Expenses are broken down by target area--school education, social education, administration; source--national and local governments, private schools, and family contributions; and grade level. Concluding remarks point to the rising need to meet the diversifying demand for education at each stage of life. (LP)

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THE STANDARD OF EDUCATION IN JAPAN

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INTRODUCTION

A White Paper on Education was published by the Ministry of Education, Science and Culture in 1980, under the title of "The Standard of Education in Japan."

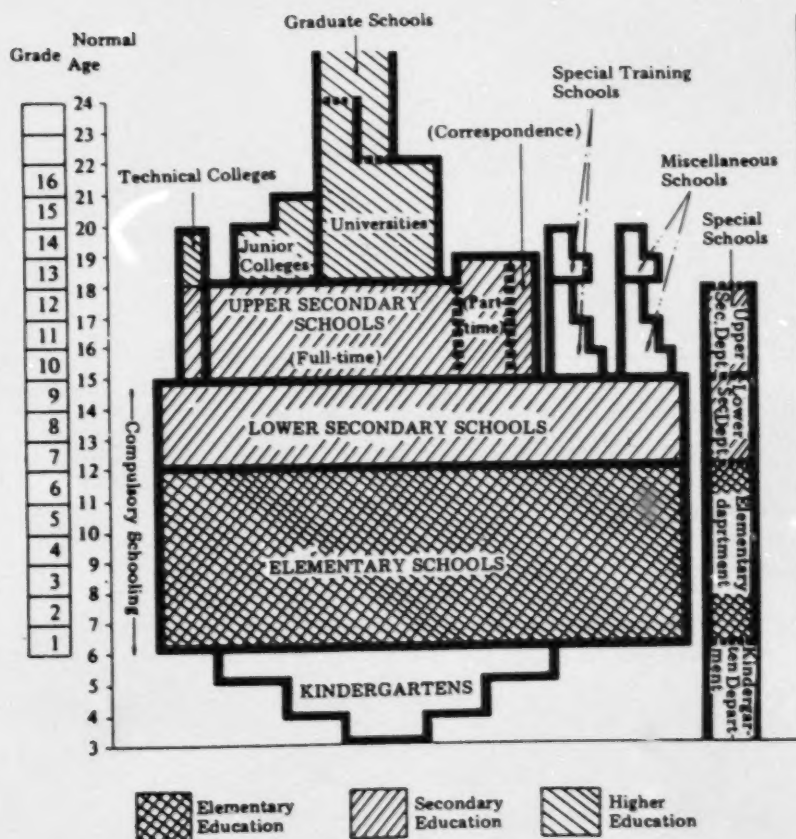
The White Paper outlines education in general in Japan, tracing its development over the past three decades and presenting a picture of remarkable progress under the new education system adopted after World War II.

This booklet is a summary of the White Paper with special reference to school education.

I. SCHOOL EDUCATION SYSTEM

With the reform of the school education system after World War II, Japan adopted the 6-3-3-4 single-track system. Under this system, the 9 year compulsory education period was firmly established and equal opportunity in education was largely realized. Thus, Japan has come to enjoy a high standard of school education for all. Chart 1 shows the school system in Japan.

Chart 1. School System in Japan



Six years in elementary school (Grades 1-6) and three years in lower secondary school (Grades 7-9) are compulsory with a common curriculum throughout the country. Upper secondary schools have a full-time course for three years and also a part-time course and a correspondence course both for four years and more. The courses are further classified into general and vocational courses such as agriculture, industry, commerce, homemaking and others, varying according to the curriculum of each school.

The education at university was fixed at four years in principle in all faculties except medicine and dentistry which require six years' education. The establishment of special courses for long term and short term in addition to faculties was also allowed. Junior colleges providing two or three years' education started in 1950. Post-graduate courses include a master's course (two or more years), and a doctoral courses (five or more years). Most universities combine the two courses as a continuous course, i.e., a two year master's course and a doctoral course of three or more years.

Apart from the above-mentioned schools, special training schools and miscellaneous schools have been established under the auspices of the Ministry of Education, Science and Culture.

II. SCOPE OF SCHOOL EDUCATION

The White Paper presents the expansion and transition of school education in Japan in the three decades after World War II in statistical form so as to get its overall picture.

1. Total Enrollment and Number of Schools

The total enrollment in schools in the post-war period has increased by 1.4 times in 30 years, from 19,430 thousand in 1950 to 27,450 thousand in 1980. The main changes during the period can be summed up in the following three points.

- (1) A remarkable increase in enrollment in compulsory education due to the "baby-boom" in 1955;
- (2) Mobility of population due to population concentration in big cities; and
- (3) Increase in enrollment especially in pre-school education, upper secondary schools and universities due to the general spread of education.

The rate of increase in enrollment, however, has slowed down

and there has been little increase since 1976. The number of schools as of 1980 is 65,533 in total, broken down into elementary schools (24,945), lower secondary schools (10,779), upper secondary schools (5,208), kindergartens (14,893), schools for the blind (73), for the deaf (110), for the otherwise handicapped (677), technical colleges (62), universities (446), junior colleges (517), special training schools (2,520) and miscellaneous schools (5,303).

The number of elementary and lower secondary schools showed a decrease until 1972 after earlier peak years, but since then it has remained at the same level or turned into a gradual increase. The number of upper secondary schools, kindergartens, schools for the handicapped, universities, and junior colleges has been constantly increasing, while that of schools for the blind, the deaf and technical colleges has shown little change. Special training schools are concentrated in big cities such as Tokyo and Osaka.

Looking at recent changes in the distribution of public elementary and lower secondary schools in terms of the size of enrollment, it can be seen that schools with 500 and more students are on the increase while schools with under 500 students are on the decrease.

The land area of school buildings per capita student as of 1980 is 7.1 square meters for public elementary schools, 9.3 square meters for public lower secondary schools, 10.8 square meters for public upper secondary schools, 4.8 square meters for public kindergartens and 32.7 square meters for national universities. The area has increased at every level except that of university which has remained the same since the end of 1945.

2. Preschool Education

Kindergarten education was formally instituted as a part of the school education system after the war, resulting in an annual increase in enrollment, from 220 thousand in 1950 to 2,410 thousand in 1980. The increase in enrollment of 4 year olds is particularly outstanding. Kindergartens, however, were centred in big cities and there was an availability gap between and among prefectures. Starting twice in 1964 and in 1971, the Ministry of Education, Science and Culture has been endeavouring to expand and improve the facilities of kindergartens with plans for the promotion of preschool education so that all the 4-5 years olds wishing to enter kindergarten could be enrolled by 1982. The Ministry also subsidizes local authorities (cities, towns and villages), which provide programmes to encourage enrollment in kindergartens by reducing or exempting tuition according to the financial capacities of parents. The proportion of the first grades in 1980 who had received kindergarten education when they were five years old was 64.4% and there still is a gap between prefectures.

3. Compulsory Education

The pre-war multi-track school system was reformed right after the war to become a single-track system with compulsory attendance expanded to nine years. The enrollment of mentally and physically handicapped children in special schools was also made compulsory. Provision was also made for assistance to the parents who are unable to send their children to school for financial reasons. On the basis of the principle of equal opportunity of education and the right to education as articulated in the Constitution, the concept of compulsory education is at present composed of the following three phases:

- (1) At individual level a duty to attend school;
- (2) At national and local government level a duty to establish schools; and
- (3) At national and local government level a duty to guarantee the right of the people to education.

Under the Fundamental Law of Education which stipulates nine years of elementary and lower secondary education as compulsory, every child between the ages of 6 and 15 years is entitled to receive education. Parents have the responsibility to see that their children attend school and both national and local governments bear the responsibility of guaranteeing the right to education.

The ratio of attendance of those within the age range for compulsory education in school is 99.9% for both elementary and lower secondary schools. The non-attending children are those who are exempted or who are allowed to postpone their education because of mental or physical difficulties. The actual number of non-attending students in 1979 was as below:

Classification	Total	Elementary	Lower Secondary
Exemption	960	543	417
Postponement	2,424	1,757	667

4. Upper Secondary Education

The ratio of students entering upper secondary schools among those who completed compulsory education showed a marked increase from 42.5% in 1950 to 94.2% in 1980. However, this rise has slowed

down or even decreased in big cities like Tokyo and Osaka in recent years. In particular, the ratio of boys in upper secondary schools seems to have reached a ceiling in a majority of prefectures. When compared with major countries of the world with regard to the ratio of entrance to upper secondary schools after completion of compulsory education, Japan ranks second after the USA.

The number of enrollments in upper secondary schools reached five million in the late 1960s compared with 1.94 million in 1950, and 4.62 million in 1980. The ratio of students on part-time courses has been decreasing yearly from 21% in 1950 to 3% in 1980.

5. Higher Education

The number of entrants to higher educational institutions such as universities and junior colleges has increased annually, and the percentage of those advancing to higher education has shown a sharp increase since the latter half of the 1950s, rising from 10.3% in 1960 to 37.9% in 1980. However, this ratio has been levelling off since the 1975/76 peak years with a corresponding decline in the number of those wishing to enter universities. Compared with other countries, Japan comes second after the USA with regard to the entrance ratio of upper secondary school leavers to university and junior college entrants. The levelling-off trend can be observed not only in the USA and Japan, but also in the UK, France and the Federal Republic of Germany where the ratio of school-leavers to university entrants is comparatively low.

The enrollment in higher educational institutions, which amounted 240,000 in 1950, increased nearly tenfold in the last three decades, and has reached 2.26 million as of 1980. Of this figure, the percentage of students in private institutions is 75% as of 1980. The distribution of students among faculties showed an increase in mechanical engineering in the late 1950s and in medicine and education in the late 1960s. As far as junior colleges are concerned, there has been a rise in the number of students in education-related courses such as the teacher training course for kindergarten teachers.

In line with the report by the Round-table Conference on Higher Education (*Koto Kyoiku Kondankai*) on "The Systematic Improvement of Higher Education", measures have been taken in pursuance of the following aims:

- (1) The promotion of flexible management of higher education;
- (2) The control of quantitative expansion and promotion of qualitative improvement;
- (3) Bridging the gap between prefectures by controlling the expansion of universities in big cities; and

- (4) The correction of imbalance in faculties available at different universities.

Particular emphasis was placed on the training of physicians, and during 1973-79, sixteen national medical colleges (or medical faculties) were newly established under the plan of "One Medical School to Every Prefecture."

Some higher education institutions, based on new ideas, free from traditional concepts, were established, namely, the University of Tsukuba, Universities of Technology and Science, Universities of Teacher Education and the University of Library and Information Science, and in addition, preparations for the University of the Air are in progress. Further, in order to help and promote the efforts by universities to renovate higher education, legal and other measures have been taken to bring about a more flexible arrangement of curricula for general education subjects, to introduce an interchangeable credit system with other designated universities, to promote the flexible administration of educational and research organizations, to enact the Standards for the Establishment of Junior Colleges, and to revise some other pertinent laws and regulations.

6. Special Education for the Handicapped

The number of students in special schools has increased from 17,000 in 1950 to 92,000 in 1980, with 8,000 in schools for the blind, 12,000 in schools for the deaf and 72,000 in schools for the otherwise handicapped. A remarkable increase in enrollment in such schools for the mentally and physically handicapped was observed after late 1960s, and a further marked increase took place in 1979 when attendance at special schools for the handicapped, i.e. the mentally retarded, the physically disabled and the sickly was made compulsory. With the enforcement of the long pending law in April 1979, mentally and physically handicapped and sickly children are provided with appropriate educational opportunities according to the degree of learning difficulty. Even before this, the provision had been strengthened since 1954 in order to reduce the financial burden of parents of these handicapped children and to encourage and assist their children to attend schools. A guidance committee for school attendance exists in each board of education at prefectural, city, town and village levels, to accurately identify the type and degree of physical and mental disability of such children, and to give them appropriate guidance as to the school to attend.

The number of students attending special classes attached to ordinary elementary and lower secondary schools stands at around 110,000 in 1980. Although this shows an increase when compared with the number in the early 1960s, the number has declined recently because of the improvement of special schools for the handicapped.

7. Special Training Schools and Miscellaneous Schools

Miscellaneous schools play an important role as practical and specialized schools aiming at providing knowledge and skills useful for living and as informal educational agencies for lower and upper secondary school leavers. The School Education Law was partially revised in 1975, and a system to authorize miscellaneous schools complying with certain standards and scales as special training schools was introduced.

Special training schools are schools which aim at developing abilities useful for practical and professional life or at the general enhancement of intelligence, and which have courses longer than one year with more than 800 class-hours a year and more than 40 students. The courses are classified into three types, i.e. upper secondary course, advanced or college course and general course.

The enrollment in special training schools has increased from 130,000 in 1976, the year of inauguration of such schools, to over 430,000 in 1980. The number of these schools is 2,520 (92 per cent of which are privately run) and the number of students 433,000 in 1980. One third of all students in special training schools are enrolled on dress-making (both Japanese and Western style) and nursing training course, the numbers being 62,000 and 56,000 respectively as of 1980. Other courses like public works, architecture, information processing, teacher training for preschool teaching, accounting and book-keeping, design and foreign languages have more than 10 thousand students each. This shows the diversity of education provided by special training schools. In order to promote further this type of education, the Japan Scholarship Foundation started in 1980 to expand its service of offering scholarship loans to needy students. In addition, the government subsidizes in-service training of teaching staff, and the Japan Private School Promotion Foundation has made loans to such schools on a larger scale.

The enrollment of students in miscellaneous schools increased from 490,000 in 1950 to 1.2 million in 1975, but after the institution of special training schools, the number decreased to 720,000 in 1980.

III. CONTENT OF EDUCATION

1. Curricula

The Courses of Study for elementary and lower secondary schools have been revised four times since the first one in 1947, in order to change the content of education in response to the needs of the times.

The curriculum for upper secondary schools has been entirely revised five times since 1947 to respond to the changed situation caused by the rise in the number of students entering upper secondary and other schools.

Furthermore, the Course of Study which serves as the base for curricula was comprehensively revised, in line with the recommendations made by the Curriculum Council. A new Course of Study was put into force at all Grades of elementary schools in 1980, while the one for lower secondary schools was put into force in 1981. The Course of Study for upper secondary schools is due to be enforced in consecutive years from 1982 starting with the first year students.

The new Courses of Study meet the need for carefully-selected curricula which ensure that students will achieve a basic educational foundation, and for a reduction in school hours, allowing free time for students to develop their own characteristic traits, so that they can grow up to become well-balanced citizens, sound in mind and body and with a well-developed sense of morality and humanitarian sensitivity.

With regard to the curricula of higher education institutions, general principles are laid down in the Standards for Establishing Universities and the Standards for Establishing Junior Colleges. A more flexible structure including general educational subjects has been facilitated in recent years.

2. Textbooks and Teaching Materials

The authorization system of textbooks was adopted after the war. The free distribution of textbooks for students during compulsory education was started in 1963 for first year pupils in elementary school, and the provision of textbooks to all children free of charge came into effect over a period of six years in 1969. Teaching materials have also been systematically improved and currently VTR and other educational materials are being widely diffused.

3. Methods of Selecting Entrants

The situation with regard to the selection of students for upper secondary schools is that as a result of intensified competition due to concentration on application for admission to certain prestigious schools, education at lower secondary school level is being affected. Various measures have been devised to remedy this situation including examinations, the utilization of a Progress Report from lower secondary school and consideration of the contents of achievement tests.

With regard to admission to universities, concentration on a certain number of prestigious universities and the intensification of preparatory study for entrance examinations became increasingly

alarming along with a rapid increase in the number of applicants to universities, and measures to reduce the level of competition were called for.

A Nation-wide First-Stage Entrance Examination to select entrants to national and local public universities was introduced in 1979 as a means of solving this problem. Under the new selection procedures, applicants' general and basic achievements at upper secondary schools are objectively evaluated through the Nation-wide First-Stage Entrance Examination common to all national and local public universities, after which abilities and aptitudes etc. required for the chosen area of study are evaluated through a second stage examination set by each university, and final admission is determined by putting together the outcome of both examinations and other data including reports from each applicant's upper secondary school. The procedure aims to encourage the normal development of upper secondary education in addition to ensuring the appropriate selection of entrants to universities.

The following details show the qualification system with regard to entrance, promotion between grades and graduation.

Elementary School (G1 - G6)	
Entrance:	6 years of age
Promotion:	Recognition by the principal on the basis of the achievement of pupils in school life
Graduation:	1) 6 years' attendance 2) Recognition by the principal on the basis of the achievement of pupils in school life
Lower Secondary School (G7 - G9)	
Entrance:	Completion of elementary school
Promotion:	Recognition by the principal on the basis of the achievement of students in school life
Graduation:	1) 3 years' attendance 2) Recognition by the principal on the basis of the achievement of students in school life

Upper Secondary School (G10 - G12)	
Entrance:	1) Completion of lower secondary school, or other equivalent or higher qualification 2) * Selection through achievement tests set by prefectural boards of education combined with other documents including reports from lower secondary schools
Promotion:	Recognition by the principal on the basis of the achievement of students in school life
Graduation:	1) 3 years' attendance for a full-time course; 4 or more years' attendance/enrollment for part-time and correspondence courses 2) Attainment of 85 or more credits 3) Recognition by the principal on the basis of the achievement of students in school life
University (4 years undergraduate course)	
Basic qualification for entrance:	Completion of upper secondary school or equivalent or higher achievements
Method of selection:	Each university selects entrants on the basis of the result of an entrance examination, credentials reports from upper secondary school, physical examination, skill examination, interview, essay, and other data

* For those wishing to enter public upper secondary schools.

IV. TEACHERS AND STAFF

1. Placement of Teachers and Staff

The number of teachers and staff members in 1980 is 1.7 million, an increase of 980,000 over the last 30 years from 720,000 in 1950. Full-time teachers were 610,000 in 1950 and 1.27 million in 1980, and staff members comprising 110,000 in 1950 and 430,000 in 1980.

Four revised plans have hitherto been implemented with a view to improving pupil-teacher ratio and the legally prescribed number

of teachers for public compulsory education schools. On the basis of the results of the preceding plans, the 5th revision plan was formulated so as to improve class organization and achieve a class of 40 pupils/students, with the year 1980 as the initial stage. Other planned improvements include an increase in the numbers of vice-principals and teachers in charge of special subjects such as Music, Physical Education in elementary schools, elimination of teachers teaching subjects for which they have no certificate, fixed numbers of dormitory superintendents, nurse-teachers, nutrition specialists and secretarial staff.

The number of teachers at upper secondary schools has increased to 244,000 in 1980 in response to the increased number of students caused by the popularization of upper secondary education, and to the implementation of revised plans for class-organization and the fixed number of educational personnel.

The number of teachers at universities and junior colleges shows an increase, numbering in 1980 103,000 at universities and 16,000 at junior colleges.

The number of staff members of all types of schools is also on the increase, and current figures in 1980 according to the type of school are: 21,000 for kindergartens, 117,000 for elementary schools, 41,000 for lower secondary schools, 65,000 for upper secondary schools, 11,000 for junior colleges and 144,000 for universities.

2. Composition of Teachers

The proportion of women teachers in elementary and lower secondary schools has been increasing since 1959. As far as elementary schools are concerned, more than 50 per cent of the all teachers have been women since 1969. This tendency is particularly conspicuous in prefectures with big cities, causing a gap between prefectures. The prefectural difference in the number of women teachers is not clearly seen in the case of lower secondary schools.

Teachers' academic backgrounds are rising higher every year in all types of schools. Graduates from junior colleges comprise the majority among kindergarten teachers, and graduates from universities among teachers at lower and upper secondary schools. The proportion of teachers with post-graduate certificates, i.e. master's or doctor's degree is rising among teachers at universities and junior colleges.

The average age of teachers in public elementary and lower secondary schools is rising.

3. Salaries and Allowances for Teachers

The Law Governing Special Measures for the Securing of Capable Educational Personnel in Compulsory Education Schools for Maintenance and Enhancement of School Education Standards was enacted in 1974 with a view to securing highly qualified persons as teachers and improving their remuneration. In compliance with the law, the salary for teachers was improved in the same year. Further measures to improve the salary scale for teachers were taken in a planned manner between 1974 and 1978 when the plan was completed, including the improvement of the salary of educational personnel, the creation of a special 1st degree salary scale, in accordance with the legislation for the position of vice-principal, the introduction of special allowances for teachers at elementary and lower secondary schools and allowances for their extra activities.

4. Teaching Load

The average teaching hours per week in public elementary, lower and upper secondary schools have been decreasing in recent years. No major changes are seen in the teaching hours of a teacher at university or junior college.

Average Teaching Hours per Week

Year	Elementary School Teachers	Lower Secondary School Teachers	Upper Secondary School Teachers
1956	27.2	25.9	19.9
1962	31.0	29.0	21.0
1965	34.3	30.1	22.9
1974	23.0	18.3	15.2
1977	22.4	17.9	14.5

Notes: 1) Teaching hours in public schools.

2) One teaching hour is fifty minutes.

5. Training of Teachers

Teacher training is being conducted at universities with curricula which have been approved by the Minister of Education, Science and Culture and authorized to provide teachers' certificates. Teachers for compulsory education schools are trained in particular in national teacher training universities or faculties of teacher training of national universities established in each prefecture.

In-service-training of teachers includes courses organized by the Ministry of Education, Science and Culture for teachers below upper secondary schools on a national level, courses run by prefectural or local boards of education and others organized in co-operation with universities.

V. EDUCATIONAL BACKGROUND AND EMPLOYMENT

1. Educational Standard of the Japanese

In 1950, more than 80 per cent of the Japanese population had completed only compulsory education, but the standard of the educational background has risen since that time, and in 1979 less than half the population had received only compulsory education. On the other hand, the percentage of those who was graduated from higher education institutions, i.e. universities and junior colleges has increased from 3 per cent in 1950 to 13 per cent in 1979.

2. Educational Background and Employment

The structure of employees according to types of occupation proves that the entire workforce of Japan is supported by people with a higher educational background. For example, more than 70 per cent of the workers in agriculture and fishery, and in manufacturing and transportation industries consisted of upper secondary school graduates in 1976. In the same year, 70 per cent of the workers in the sales and service sectors were upper secondary school graduates and 20 per cent were junior college and university graduates.

A majority, 60 per cent of all workers in 1979, were those with upper secondary and higher education, and this demonstrates the trend towards levelling up the educational standard of labour force. However, the difference in salaries by educational background has been reduced both in initial and average salary levels.

3. Current Situation of Employment of New School Leavers

The year 1966 marked a peak of new school leavers getting jobs with a figure of 1.61 million compared to that of 830,000 in 1950. Since this peak, however, the number of students entering the labour market has declined to 1.1 million in 1980.

The review of the structure of employment of new graduates by educational background for the last 30 years reveals a considerable fall in those with lower secondary education (86 per cent in 1950 to 6 per cent in 1980), and a rise in the proportion of those with upper secondary education (55 per cent in 1980) and university or junior college education (39 per cent in 1980).

VI. EDUCATIONAL EXPENDITURE

1. Scale of Educational Expenditure

The net total of the educational expenditure disbursed by the national and local governments, the school juridical persons (private schools) for school education, social education and educational administration was 13.9 trillion yen in the fiscal year 1978. Of this, a little more than 80 per cent, 11.8 trillion, was covered by the educational budgets of the national and local governments. The size of the total public (national and local) educational expenditure amounts to a little over 7 per cent of the national income, and the percentage of public educational expenditure has gradually expanded even during the low economic growth period after the oil crisis in 1973. On the other hand, the percentage of national government expenditures on education has remained on the same level at 10 - 13 per cent and the average proportion of local government expenditures devoted to education has been 25 - 28 per cent with an average of 20 per cent of the net total national and local government budgets.

2. Structure of Educational Expenditure

In each year, more than 90 per cent of the total educational expenditure is spent on school education, amounting to more than 12.6 trillion yen in fiscal year 1978. The amount for social education has also increased remarkably lately and reached 700 billion yen in the same year.

Of 12.6 trillion yen spent on school education in 1978, 55.4 per cent is disbursed for compulsory education, followed by 20.3 per cent for higher education, 18 per cent for upper secondary schools, 4.1 per cent for kindergartens and 2.2 per cent for special training schools and miscellaneous schools. Although the share for kindergartens is low, it is showing a gradual increase.

It is found that the amount of recurrent expenditure exceeds that of capital expenditure or debt service every year at all levels of kindergartens, elementary and lower secondary schools, when an examination is made in terms of the purpose of disbursement and the type of schools. In private upper secondary schools and private higher education institutions, capital expenditure was particularly high in 1965, which saw a marked increase in the number of students in private schools.

As for the expenditure of social education, the share of capital expenditure has increased yearly, and has been outstandingly high in current years.

Per pupil/student expenses for school education stood in 1974, at:

- 4.14 million yen per pupil/student in public schools for the blind, the deaf and the otherwise handicapped.
- 1.71 million yen per student in national higher education institutions.
- 560,000 yen per student in public upper secondary schools.
- 460,000 yen per student in public lower secondary schools.
- 400,000 yen per pupil in public elementary schools.

3. Distribution of Educational Expenditures by Source

In the fiscal year 1978, the national government, local governments and school juridical persons (private schools) shared the burden of educational expenditure on the basis of 28.5 per cent, 56.0 per cent and 15.5 per cent respectively. As far as school education is concerned, the percentage of financing by the national and local governments is increasing in all types of schools.

Almost all the expenses for social education are borne by local governments. However, the proportion of subsidies from the national government is gradually increasing.

The average per annum educational expenditures borne by parents for a pupil or a student at school in 1979, according to the type of school, was: 71,000 yen for a pupil in public elementary school, 103,000 yen for a student in public lower secondary school, and 153,000 yen for a student in public upper secondary school (full-time). Although the amounts themselves are becoming higher each year, the ratio in the per capita recurrent expenditure shows a decreasing trend, and the proportion of school education expenses in the total household expenditure is becoming less.

Scholarships are given by the Japan Scholarship Foundation, local authorities, school juridical persons, non-profit making foundations and concerned individuals. The services of the Japan Scholarship Foundation have been considerably extended. Since the inception of the work of the Foundation in 1944, three million people in total were assisted until 1979 with a total amount of 545.9 billion yen. Both the number of recipient students and the amount of scholarships prepared by local governments and others are increasing in scale.

VII. CONCLUSION: NEED FOR DIVERSIFIED OPPORTUNITIES FOR EDUCATION AND LEARNING AND FUTURE TASKS

1. Social Background of the Need of Education and Learning

The underlying factors of the need for life-long education in Japan are considered to be:

- that many people find it urgent to get new knowledge and techniques so as to be able to respond to the rapid changes in the socio-economic conditions of society;
- that the desires of people are inclined toward educational and cultural interests as the material life reaches a certain stage; and
- that the rise in income and increased personal time enables people to participate in learning activities.

2. Increased Need for Education/Learning

The number of working students enrolled in part-time evening courses and correspondence courses is less than a million in 1980. About a third of the population undergoes a learning experience after completing formal school education, and more than 80 per cent consider it important to study throughout their lives whenever it is deemed necessary.

Concerning the future of life-long education, interested people with knowledge and experience forecast that the idea of life-long education will and should be widely accepted and deeply rooted throughout the nation by the commencement of the 21st century.

3. Future Tasks

The future of our country with its meagre natural resources depends wholly on efforts by the people to develop their potential quality and ability. It is therefore necessary to make further efforts to improve educational facilities. Since school education has to cope with some unfavourable environmental factors in terms of excessive competition for entrance examinations, it is all the more important to promote humanistic education at school to bring up well-rounded children sound in mind and body and with a well-balanced moral sense. There is also a growing need to meet the growing and diversifying demand for education at each stage of life.

To realize the above mentioned requirements, it is recommended that efforts should be made to seek to develop physically and mentally healthy students at the primary and secondary school level,

to promote diversification and flexibility in higher education in the field of school education, and to ensure that individuals can satisfy their demands for learning in the fields of social education, physical fitness and sports, and arts and culture. Furthermore, the promotion of collaboration and coordination between and among the different educational functions including school, society and home is strongly encouraged in order to nurture a favourable climate for education in general.

- that many people are eager to get new knowledge and techniques as a means to respond to the rapid changes in the socio-economic conditions of society;
- that the desires of people are inclined toward educational and cultural interests as the material life reaches a certain stage; and
- that the rise in income and increased personal time enables people to participate in learning activities.

2. Increased Need for Education/Learning

The number of working students enrolled in part-time evening courses and correspondence courses is less than a million in 1980. About a third of the population undergoes a learning experience after completing formal school education, and more than 80 per cent consider it important to study throughout their lives whenever it is deemed necessary.

Concerning the future of life-long education, interested people with knowledge and experience forecast that the idea of life-long education will and should be widely accepted and deeply rooted throughout the nation by the commencement of the 21st century.

3. Future Tasks

The future of our country with its meagre natural resources depends wholly on efforts by the people to develop their potential quality and ability. It is therefore necessary to make further efforts to improve educational facilities. Since school education has to cope with some unfavourable environmental factors in terms of excessive competition for entrance examinations, it is all the more important to promote humanistic education at school to bring up well-rounded children sound in mind and body and with a well-balanced moral sense. There is also a growing need to meet the growing and diversifying demand for education at each stage of life.

To realize the above mentioned requirements, it is recommended that efforts should be made to seek to develop physically and mentally healthy students at the primary and secondary school level.